**University of West Alabama**

**COE**

**5E Lesson Plan**

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| Teacher: Ivory Robinson  Date: 10-26-15  Subject area/course/grade level: Math/2nd Grade  Materials: Double Addition Worksheet, Double Digit Addition Coloring Worksheet, Math Blaster computer game  Standards: 9.) Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. [2-NBT5]  Objectives: The objective of this lesson is to teach students the operations in double digit addition up to the number 99 with regrouping.  Differentiation Strategies: None |

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| **ENGAGEMENT:**  Here is your chance to catch the student’s attention. You must pose questions or design an activity to help the students build on what they already know in preparation for learning something new.  First I will tell the students the tale of the Math Blaster, the character/game in which they will play for their math lesson. “May I have your attention please? I am space cadet Mr. Robinson and my friend from outer space needs all of our help. His name is the Math Blaster. The Math Blaster has been stranded away from his home on Mars and must defeat the aliens by doing double digit addition with regrouping. If he doesn’t, the aliens will take over Mars and maybe even the world! Who will help Math Blaster make it home and save the world from the space aliens? Raise your hand if you are ready for this adventure!” From there, I will show the children a brief dance video about double digit addition titled “Shake it Off.”  Assessment  Just to see what they can do, I will give them 2-3 problems to solve in order to see if any of them grasp the initial concept of addition by recognizing that some equations can be solved by using singular addition. |
| **EXPLORATION:**  The students will be given a coloring problem worksheet and will work individually. The worksheet consists of equations inside of a picture. The correct answer represents a color on the key and the students must color that section the correct color. In the end, the worksheet will become a recognizable picture if the problems are solved correctly. Finally, the students will take turns playing a brief episode of Math Blaster during computer time.  Assessment  I will determine the students’ knowledge thus far by evaluating their pictures. |
| **EXPLANATION:**  I will explain the basics of double digit addition with regrouping. I will have several examples listed on the board and show the students’ one step at a time the easiest process to use when solving the equations. I will review a few problems in which regrouping is not needed so they regain the basic understanding of addition. “How can I easily understand 66+23?” I will go on to show them that 6+2=8 and 6+3=9. Remembering these basic steps will be beneficial when the students have to regroup in order to solve equations with larger numbers.  Assessment  The students will all be administered their own double digit math problems and take turns at the board solving their given equation and showing/telling me how they got their answers. |
| **ELABORATION:**  I will introduce to my students the delicious.com website. I will inform them that they if they come across any websites that helps them remember certain strategies about double digit addition or games dealing with double digit addition, they can save the website links onto their very own customized delicious.com database. In today’s society, the internet plays a major role in our lives, especially children. It is important that they are aware the internet can be useful in their studies as well. They will be required to successfully post 3-5 relevant websites that cater to double digit addition and save it to their own delicious.com profile/database.  Assessment  I will review the websites on each students’ delicious profile and determine whether they are both relevant and useful when it comes to solving double digit addition equations. |
| **EVALUATION:**  The students will take a test on double digit addition at the end of the unit. They will be required to show their work for each math problem on the test. |

References:

Bybee, R.W. et al. (1989). *Science and technology education for the elementary years: Frameworks for curriculum and instruction.* Washington, D.C.: The National Center for Improving Instruction.

Bybee, R. W. (1997). *Achieving Scientific Literacy: From Purposes to Practices.* Oxford: Heinemann.

National Research Council. (1999). *Inquiry and the national science education standards: A guide for teaching and learning.* Washington, D.C.: National Academy Press.

Polman, J.L. (2000). *Designing project-based silence: Connecting learners through guided inquiry.* New York: Teachers College Press.